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Dr. Walter B. Emery
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ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

EDITORIAL

EDUCATIONAL TV NEEDS DISCUSSION & UNDERSTANDING

Success in the establishment of the educational TV stations envisioned by the Federal Communications Commission when it reserved 242 channels for non-commercial educational use in the United States depends on citizen support. That support is most likely to be secured through the coordinate efforts of members of the teaching profession.

The logical first step, therefore, is to make sure that the importance of educational TV and the next steps that must be taken before it can become a reality on a nation-wide basis reach every member of our profession.

Most state education associations will be holding meetings soon. Every such meeting should schedule the appearance at one of its general sessions of a well-known and forceful speaker who can present a clear

picture of the educational TV situation. In addition, it is imperative that at least one sectional meeting or "workshop session" be scheduled for a thorough discussion of the educational TV problem as it applies to that state and the formulation of a "program of action."

The one-year reservation on educational TV channels expired on June 2, 1953. That the FCC has so far refused to permit the assignment of a single one of the reserved channels to commercial use is most gratifying to the educators. Since it is doubtful that the reservation will be continued indefinitely, all of us must see to it that steps are taken in our own communities and states that will lead to the eventual operation of stations devoted to serving the educational and cultural needs of their areas.

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Who Qualifies To Manage An Educational Television Station?

Walter B. Emery*

Legal and Educational Consultant, Joint Committee on Educational Television

IT has now been about a year and a half since the Federal Communications Commission reserved 242 television channels for education. Since that time more than 40 states have held conferences to consider the problems of building and operating stations on these channels.

Forty-seven applications for construction permits have been filed with the FCC and 21 have been granted. The University of Houston is already on the air with regular programs; the Allan Hancock Foundation of Los Angeles is testing equipment and expects to be in regular operation soon. A considerable number of other communities such as San Francisco, Denver, Oklahoma City, St. Louis, Chicago, Pittsburgh, Chapel Hill, North Carolina and Boston already have authorizations from the FCC and will have educational television stations in operation within a short time. If the present trend of interest continues there may be as many as fifty educational stations in operation by 1955.

One of the most critical problems confronting those who are making plans for educational stations is to find qualified managers and directors. Developments in this field have been so rapid that there has been

comparatively little time to train managerial personnel.

Some progress is being made. According to the 1953-54 Directory of College Courses in Radio and Television more than one hundred educational institutions are now offering courses in television. Last year about fifty institutions conducted television workshops and according to a recent inquiry of the American Council on Education, 194 of its institutional members had presented one or more television programs over local stations.

One of the first and most important workshops following the lifting of the television freeze was the one held at Iowa State College August last year. More than 50 outstanding persons in the field of educational broadcasting participated. The facilities of WOI-TV at the College were used, and the problems of financing, constructing, managing and programming an educational television station were considered. This was followed by similar workshops in other institutions and communities. During the past summer several successful workshops and conferences dealing with the problems of management and production were conducted by Syracuse Uni-

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versity, University of Pittsburgh, Philadelphia public schools, Michigan State College, University of Michigan, University of Illinois and Iowa State College and Denver public schools.

During the past year it has been my good fortune to participate in a number of these workshops and to talk with a large number of responsible persons who have had or will have the task of selecting managers for educational television stations. While there are of course some differences of opinion, there seems to be fairly general agreement on the following basic qualifications for such jobs.

1. *The manager of an educational television station obviously ought to be an educated person* — Such a station in a real sense is a community school dedicated to the enlightenment of all the people. A balanced program structure should therefore include a wide variety of informational and cultural programs and television courses. Certainly the general educational background required for the head of this type of community school should be no less than that required of a classroom teacher, a public school administrator or a college or university president.

2. *He should have a full understanding and appreciation of the crucially important role that mass media of communication play in education.* — His background, experience, and philosophy should be such that he can and will direct a station as a tool for the enlightenment of the citizen and not as a tool for his regimentation.

3. *Some specialized training is needed.* — Actual TV station experience which gives him a familiarity with equipment needed to operate a station and the costs involved, as well as some understanding of the problems and techniques of producing programs will be most valuable.

It will also be desirable if his

record shows some formal training at one or more of the qualified institutions of higher learning in this country that are offering radio and television courses leading to undergraduate and graduate degrees. A number of institutions already have closed circuit television operations which include studios, equipment for the production of programs, transmitting lines and receivers. Actual experience working with such equipment and the satisfactory completion of courses under competent instruction should add considerably to the qualifications of those planning to be managers of stations.

4. *The direction of an educational television station calls for a high degree of administrative skill.* — A wide area of operations and a large and varied staff are involved. Ability to plan broad programs of action and to work with and supervise a large staff of professional as well as non-professional people is essential. Special mention should be made of the need for ability to handle financial matters involving the preparation and administration of a sizable budget. Technical training is important, but the ability to develop principles and policies of procedure and to select and direct competent staff to carry them out is of far greater importance.

5. *Since educational television is comparatively new, the pioneering spirit is needed.* — Those who are not willing to experiment courageously and try new fields of endeavor have no business in educational television. While some fine research and experimental work have been done, there is still much we must learn before the ultimate pattern for educational television is determined. Educators have learned much from commercial broadcasters and will continue to exchange ideas and experience with them but it should be kept in mind that the basic objectives of noncommercial educational

television in numerous respects differ from those of commercial television. The educators will have the responsibility therefore of setting their own standards of operation and charting their own course in this new field.

6. Finally, in no other field I can think of is public relations more important. — The manager of a community television station, in which many different groups and organizations have a real sense of ownership and participation, cannot succeed without special ability along this line. He must be sensitive to the varied educational needs and interests of the area served by the station. Also he must be able to determine, analyze, and evaluate the vast program services available in a multiplicity of institutions such as schools, museums, art galleries, public welfare agencies, civic groups,

and many other organizations that may be used by the station to serve these needs and interests. But still more important than these is the marshalling and directing the use of these resources to the end that the whole community will be benefited.

Here, in my opinion, lies the crucial test for managerial ability. A superior understanding of human relations and the ability of the manager to work effectively with individuals and the community as a whole and enlist their confidence and aid will determine to a very large extent the success or failure of the educational television station.

All this adds up to a big order. Certainly no manager could qualify one hundred per cent on every count. But I do believe that his ability may very well be measured by the degree to which he meets these qualifications.

TELEVISION IN SCHOOL, COLLEGE, AND COMMUNITY

By JENNIE WAUGH CALLAHAN
Hunter College. In press

For PUBLIC SCHOOLS . . .

striving to improve their program planning and production techniques for pupil-teacher telecasts

For COLLEGES & UNIVERSITIES . . .

introducing courses to prepare students for the rapidly expanding field of educational TV

For COMMUNITY & STATE LEADERS . . .

who want the complete national picture of a subject needing their prompt attention

Here is the first book in the field to deal exclusively with educational television and to picture at work the people who are fashioning TV-techniques that can teach as well as entertain. In their closed-circuit studios, at commercial outlets, or in their own non-commercial stations these leaders become the reader's close associates as the author quotes them at length on their writing-production techniques and gives first-hand information on their programming. An extensive bibliography gives sources for continuously up-to-date information.

A dozen useful production scripts, widely varied in content and form add to the practical value of the book.

The work shows how mayors, chambers of commerce, librarians, church groups, directors of scientific and cultural institutions, health and safety organizations, Boy Scouts, Girl Scouts, PTA, YMCA, YWCA, and local and national clubs are putting educational television into the service of the community.

McGraw-Hill Book Co., Inc.

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Harold E. Stassen, director, Foreign Operations Administration, joined six senior high school students from Metropolitan New York on the WQXR Youth Forum, October 10. Subject of the discussion was "Foreign Aid—What Kind and How Much?" Dorothy Gordon, AERT member, and regular Forum moderator, presided.

The University of Alabama Department of Radio and Television reports that 32 students from the Department held paid posts in radio and TV stations during the past summer.

Wakelin McNeel, "Ranger Mac" of the Wisconsin School of the Air, received the 1953 Award of Merit from the National Association for Conservation Education and Publicity on October 12.

Dr. Edwin H. Lombard, director of radio, Fresno, California, State College, has joined the staff of the University of Miami Radio-TV-Film department under a fellowship from the Ford Foundation. Dr. Lombard is on a year's sabbatical leave to observe University of Miami TV courses and production activities and to assist in TV production.

Lutheran Radio and Television Week is being celebrated November 1-7.

Dr. John T. Rettaliata, president, Illinois Institute of Technology, and member, Board of Trustees, Chicago Educational Television Association, has been appointed to membership on the TV Committee, American Council on Education.

Roy Daniels, head, Department of English, University of British Columbia, began a series of talks on "Academic Freedom" on the CBC's Trans-Canada network, September 4.

The NBC Symphony Orchestra opens its seventeenth season on November 7 (6:30 p.m. EST), with Arturo Toscanini conducting. Of the 22 concerts scheduled for the 1953-54 season, Toscanini will conduct 14 and Guido Cantelli, 8.

Graham Hovey, commentator on **Background of the News**, Wisconsin State Stations, is spending this academic year in Italy on a Fulbright Research Grant. He represents the National Association of Educational Broadcasters. Two other NAEB representatives now in Europe under similar auspices are **Howard Kreschkopf**, Lowell Institute Cooperative Broadcasting Council (France) and **Burton Paulu**, University of Minnesota (England).

Dr. L. H. Adolfson, director, Extension Division and **Henry L. Ewbank**, chairman, University of Radio Committee, represent the University of Wisconsin on the nine-member Wisconsin Radio-Television Council. Other members include the Governor, the State Superintendent of Public Instruction, the Secretary of the State College Regents, the Director of Vocational Adult Education, and three citizen members.

Robert C. Miller, New York City, received the RCA Fellowship at Columbia University this year. He will carry on research in the general field of electronics.

Leon Levine, president, New York City AERT Chapter, and former director of educational and public affairs programs for CBS, was appointed recently to head radio and television activities for the Columbia University Bicentennial. He will be assisted by a committee of radio and TV executives representing all major networks and stations in the Metropolitan New York area in planning coverage for the celebration which begins in January, 1954.

The University of Illinois was host to an Educational Television Production Workshop held under the auspices of the NAEB, August 28 to September 18.

Iowa State College (Ames) was the scene of an Educational Television Management Seminar sponsored by the NAEB, August 30 to Sept. 5.

Gertrude Babcock, president, Detroit AERT Chapter, announces plans for a Saturday workshop in radio and television for November.

The first copy of their bi-monthly publication, *Dart*, contains a goldmine of information about individual members and their activities in the radio-TV field.

Virginia Edwards, president, AERT's St. Louis Chapter, and chairman of the Missouri State Teachers Convention in November, has engaged **Harold B. McCarty**, director of radio-television, Wisconsin Radio-TV Council, to address the television session.

Erik Barnouw, director of broadcasting courses, Columbia University's School of Dramatic Arts, will supervise production of a new documentary radio series, *Pilot Club*. Programs will deal with Negroes who were first to enter occupations formerly closed to members of their race. The series is being produced in cooperation with the Urban League of Westchester and will be made available to interested stations in transcribed form.

coming in january

RADIO AND TELEVISION NEWS

By Donald E. Brown, University of Illinois & John Paul Jones, University of Florida.

This book is the first of its kind in that it provides realistic exercises in addition to explanatory material covering all major aspects of news broadcasting. Twenty-three prominent radio and television news editors contribute the introductions to the various units of the book.

Probably 480 pages, \$4.50

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Richard Hubbell 240 pp. \$3.25

RADIO AND TELEVISION SOUND EFFECTS

Robert B. Turnbull 334 pp. \$4.50

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Edwin Duerr 417 pp. \$5.00

RADIO DRAMA ACTING AND PRODUCTION, Revised

Kingson & Cogwill 373 pp. \$3.75

RADIO AND TELEVISION WRITING, Revised

Max Wylie 635 pp. \$5.25

THE RADIO ANNOUNCER'S HANDBOOK

Ben Graf Henneke 308 pp. \$4.25

Jack McBride, TV production director, Wayne University, Detroit, for the past two years, has moved to the University of Nebraska where he has been appointed TV director.

Keith Nighbert, manager, Station KUSD, University of South Dakota, is spending the current academic year doing graduate work at Iowa State College, Ames.

Richard B. Hull, director, Station WOI-TV, Iowa State College, has been made a full professor. A 1938 graduate of Iowa State, Professor

Hull has served three terms as president of the National Association of Educational Broadcasters.

Gertie L. Hanson, AERT member, has resigned her position as director, Radio Workshop, and chairman, Department of Geography, Wisconsin State College, Stevens Point, after 30 years. For many years she has done outstanding work in school broadcasting.

News items can be directed to this column c/o The Editor, 301 Johnston Hall, U. of Minnesota.

D. C. School History Series

TEACHING American history by television may be the latest addition to the weekly television fare of the District of Columbia schools.

Freedom Tours will be the name of the series believed to be the first of its kind created by any American school system.

Dr. Carl F. Hansen, associate superintendent of schools, who originated the series, believes the programs have tremendous possibilities since the Washington area is unrivaled as a source of historic materials.

"The television camera is to be the means of taking viewers to historic sites and giving them first-hand knowledge of events, documents, and people who have figured in our history," Dr. Hansen said.

"To study the history of the United States is to better understand the meaning of freedom as we know and enjoy it under our republican form of government.

"*Freedom Tours*, as a title, therefore suggests (1) that the study of the history of our country is the study of how free men created a great and powerful nation and (2) that the touring of historic sites is a most effective way of learning

about that history."

The programs are to be beamed at children in the upper elementary and high school grades. Viewing the series in school would supplement regular classroom studies. Special study guides would be prepared for each program. However, the programs are sure to appeal also to a large number of home viewers.

"A reawakening of respect and love for the American system of government, its history and its aims is an imperative of our times," Dr. Hansen stated in a recent report to Hobart M. Corning, superintendent of schools.

The *Freedom Tours* would include visits to such places as the Archives of the United States, Lexington and Concord, Independence Hall, and Mt. Vernon. The programs could either be transmitted directly by television camera or recorded on film for reproduction.

The major remaining hurdle is financial. Unfortunately, the D. C. school system has no funds for this purpose. However, the school administration is hopeful that a public spirited enterprise will be sufficiently interested in the project to undertake financial support.

Training In Radio and Television Production

Harold E. Nelson

Associate Professor of Speech, The Pennsylvania State College

Two mass media, each offering unique opportunities for training large groups of people, have come into popular use within the last 35 years—radio and television.

Educators have been criticized for not having made full use of radio as a teaching tool. Will the same accusation be leveled in the future at educational uses of television? Early uses of radio in educational institutions were in many cases limited to electronic experimentation with little attention being given to programming. When specific hours of operation were fixed by the regulatory body, many educational stations fell by the wayside because no attention had been paid to what was being put out over the air and institution-wide program resources had not been developed.

The cost of putting a radio station on the air in those early days was relatively small compared to today's costs of putting a television station into operation. If school administrators today invest from \$250,000 to \$500,000 to build and equip a television station, they will undoubtedly feel required to support the programming division with adequate staff and finances. Thus the high cost of television could prove its ultimate salvation.

How can educational institutions train students to more effectively use radio and television? Perhaps this writer may provide some answers to this question.

The objectives of educational radio or television are often thought

of as antithetical to those of commercially operated stations. Perhaps attempts should be made to find areas of compatability between the two. Certainly there must be many common elements. Perhaps the educator could learn something of value in selling ideas from the radio salesman. The commercial aspect need not be carried over "lock, stock and barrel" to the educational side, but some of the basic psychological motives used in selling soap could undoubtedly be utilized in making more palatable the selling of ideas to the student being educated in the classroom by radio or television.

The highway of ideas between the educational radio and television operator and the commercial operator is not a one-way thoroughfare. However, when it comes to facilities it does not mean that the educator does not need his own equipment for training and broadcasting. In order to be of most use to the commercial operator and the public in general the educational institutions must have their own equipment to broadcast to minority tastes at advantageous times, for experimentation in new program types, and to train students in the use of mass media. Many of these students trained by educational institutions eventually find themselves employed by commercial stations. It is estimated that 35,000 to 40,000 trained personnel will be needed by the commercial telecasters "when and if there are a thousand television stations on the air . . ." To meet this

training demand, and also to reach the minority viewer and listener whose tastes are not presently satisfied by commercial program fare, it is necessary that educational stations be constructed and operated.

Educational broadcasters are perhaps not allergic to having their programs, when they prove to have wide enough appeal, moved over to commercial outlets for sponsorship. If new program types that have educational content and mass appeal can be discovered by educators, the ends of both the educator and the sponsor can be served by reaching the large audiences served by commercial outlets.

In the field of radio and television training undoubtedly one of the main errors has been to place emphasis on working in front of the microphones and cameras. This has been due perhaps to the fact that these jobs seem more glamorous to both the student and the teacher. However, if educators are to make real contributions in the field of television and radio it will come in pioneering new program types and in developing the use of these mass media to peak efficiency by experimental procedures. This demands effective writing, pre-production planning, and personnel trained in program testing. Both educational and commercial stations are in need of imaginative people effectively trained in these areas.

The main deterrent in educational television training is the high cost of equipment. Motion picture cameras which simultaneously record the sound track and the picture can be used in lieu of television cameras, but this does not permit the mobility obtained with multiple television camera chains. Also there is an added handicap: students do not become accustomed to the use of standard equipment. Minimum closed-circuit facilities—including two camera chains with essential monitoring gear, audio equipment, and lights—

cost approximately \$50,000. This cost, although it seems like a high initial cost, is perhaps no higher than that of equipping a science laboratory to give students practical experience. Certainly school administrators should be willing to expend funds for necessary television facilities to enable educators to knock out the walls of their classrooms and broaden their "sites of learning" to the "line of sight" allowed by television transmission.

Ideally, then, a school should have actual television equipment for training. Lacking this, a motion picture camera which records sound with picture can be used. Conventional motion picture cameras are usable, but their use removes practice still further from reality in that the audio is not recorded simultaneously. A third method of training is to use the workshop technique with rented equipment. This procedure usually follows a pattern of concentrated instruction with the "live equipment" used for the laboratory period. Lacking any equipment, shows can be rehearsed on campus by students and taken to a commercial studio for final rehearsal and transmission.

Regardless of the type of equipment used it would seem that the following areas of study should be included in a television training program: 1. Studio equipment including potentialities and limitations, 2. Writing for television with emphasis on "eye-mindedness," 3. Governmental and self or industry regulation of television, 4. Transmission and reception of signal, and 5. Production procedures in television.

In the important areas of writing and production it is crucial in educational telecasting to assay the program potentialities of the school. Perhaps the music department has some program possibilities or the philosophy or science departments may have lecturers who will prove

to be engaging television personalities. Having decided on the program possibilities scripts or run-down sheets must be prepared. Many informative or educational telecasts are performed from script outlines (run-down sheets) with most of the dialogue being delivered extemporaneously. The run-down sheet provides the studio crew with a format to follow for camera positions and angles. It also allows a careful scene-by-scene timing of the show.

One of the really important services an educational institution can render to the television industry and viewer is to maintain a research department in conjunction with its television production facilities. Little is known about what elements of a telecast make it effective or ineffective. Answers to such problems can best be sought by educational institutions, many of whom already have

research departments established. Commercial telecasters have been concerned primarily with quantitative evaluations and very little with qualitative investigations which are essential in developing new program types.

It would seem that educational institutions have many training needs to perform in the field of radio and television, among them: 1. Training students to make occasional use of mass media, 2. Developing new program ideas to increase the "bill of fare" of present program schedules, 3. Training students to fill the many positions in this rapidly increasing field, and 4. Developing persons qualified in research to evaluate programs so as to find out what makes them effective or ineffective. Let us hope that funds will be made available to schools to carry out these important functions!

YOUTH DISCUSSION ON TELEVISION

Teachers and other youth leaders interested in youth discussion will welcome the booklet just published by the Junior Town Meeting League—*Youth Discussion on Television*.

The booklet, which is being distributed without charge, meets a long-felt need, for the increase in television receivers as well as commercial and noncommercial television stations has created a wide demand for a basic manual on the production of one of the most popular and worthwhile programs offered by many television stations—youth discussion of current affairs.

Youth Discussion on Television is the first publication of its kind. Written by authorities in both youth discussion and television, the booklet covers the entire range of responsibilities involved in the production of youth discussion telecasts.

Chapter headings include: Community Potentialities, Organizing a Youth Discussion Series, Choosing Topics and Preparing Participants, Production Techniques, Building an Audience.

The Junior Town Meeting League, by fostering the discussion of current affairs by young people all over America, has made a noteworthy contribution to good citizenship as a goal of education. By stimulating thought on the critical issues of the day, the organization has helped to develop informed citizens and to strengthen democracy. Sponsor of the League is now Wesleyan University.

A single copy of *Youth Discussion on Television* may be obtained free of charge from League headquarters, 356 Washington Street, Middletown, Conn.

Television Predictions Based on Research

Dean Wilbur Schramm

Institute of Communications Research, University of Illinois

It is time that we tried to say realistically, on the basis of research, what we may expect of television as a teaching tool.

TV Research—There have been very few controlled experiments on learning from television. Chief among them have been the television evaluation studies conducted under contract from the Special Devices Center of the Armed Forces, at Port Washington, Long Island. These experiments involved the televising of courses to many thousands of Army and Navy reservists throughout the eastern half of the country, often in comparison with other methods of teaching.

Sound Film Research—But if there

have been only a few experiments in learning from educational television, there have been a series of well-financed and mostly well-conducted studies on learning from sound films. Among these have been the Payne Fund studies of the 1930's; the studies of orientation films conducted by the Research Branch, Information and Education Division, of the War Department, between 1941 and 1945; the Instructional Film Project, supported by both Army and Navy, at Pennsylvania State College, since 1948; and the work of the Audio-Visual Research Division, Human Resources Research Laboratories, of the United States Air Force, which was established in 1949. I think we may assume that so far as the learning process is concerned there are no essential differences between the educational sound film and educational television except those related (a) to the greater immediacy and liveness of television and its vastly greater potential audience for any one showing, (b) to the greater amount of control (repetition, timing, interrupting) which films vest in the classroom teacher. Making allowances for these differences, we can add the best in sound film research to what we have in television research and thus gain a twenty-year baseline from which to forecast the educational potential of the newer medium.

Looking at those twenty years of

Editor's Note:

Dean Wilbur Schramm, Institute of Communications Research, University of Illinois, prepared a most significant document for participants in the Television Seminar which opened June 22 at the University of Wisconsin.

His study entitled, "What May We Realistically Expect of Educational Television?" provides complete documentation for each of his predictions. Space will permit only the inclusion of his opening and concluding paragraphs, but they are of great significance to all who speculate concerning what the educational potentialities of this new medium are.'

research, we can, with some confidence, make certain predictions about educational TV.

What TV Can Do—For one thing, it will command attention as perhaps no other teaching medium will.

And certainly people will learn from it; the learning results of the Army and Navy studies were very impressive.

People will learn not only facts, but also attitudes, some motor skills, sometimes critical thinking and problem solving.

Properly used, educational TV may be expected to impart facts and demonstrate procedures at least as effectively as an average classroom teacher, perhaps as effectively as an excellent teacher.

Effective use of educational TV, however, is considerably different from effective use of commercial entertainment-centered TV, and will require different methods; basically it will require application of the principles of good teaching.

The most effective use will employ TV as part of an educational package.

And as educators learn to use it, they will pass beyond the stage of photographing illustrated lectures, and master the subtle blending of the auditory with the visual communication which is the essence both of instructional films and instructional television.

Finally—It is clear from the evidence that educational television is not something that will work miracles. It is something that must be *made* to work miracles. It is a powerful tool of large-audience instruction, perhaps the greatest tool of all time. It offers a way to share the best demonstrations, to carry extension services beyond the farthest dreams of the founders of American extension programs, to offer more people more learning in less time. But it merely *offers* that. Users of educational television must accept

the offer by learning how to use the medium. One can't learn how to use it entirely by imitating the entertainment programs of the commercial stations or the illustrated lectures of the academic classrooms.

Educational TV is something new. Its rhetoric is gradually evolving, out of the principles of good teaching, out of our experience with instructional films, and out of our experience with mass media audiences.

The chances are that some of the first educational television may be rather disappointing. But let us make this clear: educational television should not be judged disappointing because it does not have the more spectacular qualities of commercial television. The standard on which to judge educational television is how much learning it accomplishes.

And if a word of advice may be permitted to the educators who are thus challenged to work through the early awkward years of educational television to the stage where the medium can be employed with its full strength and usefulness, it is to point out that educational television has a unique advantage which neither educational films nor educational radio had. Educational TV comes into being when research techniques are already well developed for measuring what TV accomplishes. That was not true for either films or radio. Communication research hardly existed when they came into use. Educators have a means of finding out which of their educational television programs and techniques are good teaching devices.

If 10 per cent of the rather large sums now being raised for educational television were put into research and evaluation during the first five years of educational stations, the growth of the medium through its ugly duckling years to its productive adulthood would be immensely speeded up.

NAEB Announces New Radio Series

FOLLOWING closely upon the notable success scored by its broadcast series, *Ways of Mankind*, the National Association of Educational Broadcasters announces the release of a second *Ways of Mankind* series of thirteen half-hour broadcasts.

Like the initial series under the same general title, the new presentations deal with the general pattern of human behavior, studying various known cultures of the world. In the entertaining and dramatic style of the broadcast, the listener learns how the universal problems of law and justice are met by different peoples throughout our globe.

The new thirteen-broadcast series, supervised by Walter Goldschmidt, anthropologist of the University of California, falls into three categories. The first subseries of six programs is devoted to Law and Justice; the second explores habits and views of the Yurok Indians, and the third deals with the Island of Bali and its people.

For the subseries on Law and Justice, Dr. E. Adamson Hoebel, professor of anthropology and dean of letters and science at the University of Utah, served as special consultant. Advising in this capacity for the Yurok programs was Alfred L. Kroeber, professor emeritus of anthropology at the University of California. For the Balinese programs, Colin McPhee selected and made available recorded music from the Island of Bali and acted as special consultant on the script.

Graydon Ausmus, president of NAEB, predicted that the new *Ways of Mankind* broadcasts would meet in every way the high standard of excellence in radio listening set by previous NAEB series in several

fields. The first NAEB series, *The Jeffersonian Heritage*, sought successfully to tell the public, in dramatic fashion, how the principles of Thomas Jefferson had proved to be living realities throughout the course of American history.

Following closely upon the Jefferson series came the initial *Ways of Mankind* presentations, exploring, among other questions, the biological unity of mankind and the cultural rather than the biological basis for the variations of behavior between any one people and any other.

A third distinguished group of programs, *People Under Communism*, studied many aspects of Russia, its people, its government, and its cultures, emphasizing the characteristics of the Soviet that makes it the great international menace it is today. In a fourth distinguished series, *Voices of Europe*, the NAEB brought to American radio listeners through on-the-spot recorded interviews the feelings and views on a variety of subjects of people in many countries across the Atlantic.

The NAEB programs, broadly conceived to afford a perspective on significant topics that will at once educate, inform, and entertain, have been made possible under a \$300,000 grant from the Fund for Adult Education by the Ford Foundation.

Planning for all of the NAEB series was done by the special NAEB Adult Education Committee of which George Probst of the University of Chicago is chairman. Other members of the committee are Parker Wheatley, Lowell Institute Cooperative Broadcasting Council; Richard Hull, Iowa State College; Harold B. McCarty, University of Wisconsin;

and Seymour N. Siegel, director of the Municipal Broadcasting System, New York.

Member stations of the NAEB Tape Network, a cooperative organization devoted to the dissemination of outstanding radio programs, are the principal outlets for the second *Ways of Mankind* series as they were for previous NAEB presentations. But the new series has been made available also to the United Nations Radio, the Voice of America, the British Broadcasting Corporation, the Canadian Broadcasting Corporation, the Australian Broadcasting Commission, and All-India Radio.

The series will also be made available to commercial station operators and networks on a sustaining basis.

Mr. Probst, director of the project, explained that the new *Ways of Mankind* series, like its distinguished predecessor, had been based upon the premise that it is necessary to understand the universal man's habits, thought, and outlook to achieve unity and peace.

"The series will present basic ideas of anthropological and sociological understanding of culture and society," Mr. Probst said. "Illustrating concepts or aspects of behavior by means of drama and dramatic discussions, the programs will com-

municate the idea of both the universality of human nature and the variety of forms which human nature takes — a contribution to the growing awareness of the all-inclusive human community."

The NAEB Tape Network is exclusively engaged in providing the American broadcasting public with mature, literate, and provocative programs. The NAEB has fashioned its several series in the belief that radio and television can serve more significant goals than purely entertainment and the selling of goods and services. Leaving these functions to the commercial broadcasting industry, the NAEB devotes itself to the use of broadcasting material in the field of education, particularly adult education.

One of the specific purposes of the NAEB Tape Network is the promotion of international understanding — a purpose which its officers feel has been notably served by the Jefferson, Communism, Voices of Europe, and Ways of Mankind series. The NAEB seeks to promote international understanding by distributing programs produced in other countries, by broadcasting programs concerned with international problems, and by offering its programs for broadcast in other countries.

STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (Title 39, United States Code, Section 233) SHOWING THE OWNERSHIP, MANAGEMENT AND CIRCULATION

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1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, Mrs. Gertrude G. Broderick, U.S. Office of Education, Washington, D.C.

Editor, Tracy F. Tyler, University of Minnesota, Minneapolis, Minn.

Managing Editor, None.

Business manager, George Jennings, Board of Education, Chicago, Ill.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

Association for Education by Radio-Television, non-profit association incorporated under the laws of the State of Illinois: Mrs. Gertrude G. Broderick, president, U.S. Office of Education, Washington, D.C.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are: None.

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GERTRUDE G. BRODERICK

Publisher

Sworn to and subscribed before me this 21st day of October, 1953.

ELIZABETH M. RETTA

(SEAL)

Notary Public in the State of New York

(My commission expires March 30, 1955)

Garfield Goose and Friend



Frazier Thomas and Bobbie Fredrickson

NINE blind boys and girls shivered with excitement as they and their braille teacher, Helen Warner, waited for King Garfield, their favorite television goose, to join the birthday party they had prepared for him recently at the Alexander Graham Bell School, Chicago.

Frazier Thomas, Garfield's friend, took his good buddy — who thinks he is king of the United States — to each desk and each child saw Garfield for the first time through sighted fingers.

This invitation was the result of several fan letters written in braille by Bobbie Fredrickson, 10, to King Garfield. In order that Bobbie and his school chums could read the birthday cards that were sent to them, Friend Frazier had braille cards prepared especially for them.

Garfield has become the favorite of many handicapped children, because he too is handicapped. Garfield can't talk. He pecks out messages to Friend Frazier on a typewriter and he doesn't find it too difficult to express his approval or disapproval of Friend Frazier's antics.

The fact that many of the movies shown on "Garfield Goose and Friend" are silent does not hinder the enjoyment of the sightless children. Frazier narrates all movies so completely that they can follow the plot easily.

Modern education firmly believes that television must be a pleasurable experience for children, according to George Jennings, director of radio and television for the Board of Education, Chicago.

Jennings, who is a leader in the growing fight for better visual programs, stresses that "entertainment with a purpose" is the most important theme in the development of children's television shows.

"In addition to providing entertainment," he contends, "a television



Braille students blow out candle on birthday cake. L to r: Paul Rink, John Ricchetti, Robert Feinberg, Catherine Dix, Ceinwen Klepper, Bobbie Frederickson, Billy Winston, Ronald Byster, Susan Reiter.



Susan Reiter, 8, teaches Garfield Goose and friend how to type on braille writer at Alexander Graham Bell school.

show for young people must be at the child's level and it must motivate further creative action on the part of the youngster."

Jennings cites "Garfield Goose and Friend," a Monday through Friday 30-minute telecast on WBBM-TV produced by Frazier Thomas, as a good example of a show which appeals to many age groups and which provides the young audience with adult and intelligent guidance.

"Growing up is the problem of the child," he says, "but the problem of the parents, the educators and the entertainment field is to help the children grow up with the proper human values and an intellectual curiosity."

Educational Broadcasting In Mexico

Marvin Alisky*

Assistant Professor of Journalism, Indiana University

MEXICO currently is celebrating thirty years of broadcasting and twenty-nine years of educational radio. As the Mexicans take stock of three decades of broadcasting, it might be well for audio-visual educators in the United States to have a glimpse at Mexican educational radio for the stimulation that comparative communications study usually engenders.

Most Mexican radio programs formally labeled "educational" have originated with officials of the Ministry of Education or with the National University of Mexico. "Cultural" programs from other branches of the federal government, such as from the Ministry of the Interior, as well as certain efforts by commercial broadcasts might also be considered "educational." However, the scope of this article, because of space limitations, will be narrowed to those programs involving educators or educational institutions, especially broadcasts functioning in conjunction with classroom or home-study curricula or other extension activities.

Daily commercial radio broadcasting began in Mexico in mid-1923, just thirty years ago. A year later, on July 15, 1924, a radio station was authorized for the Ministry of Public Education, a federal agency whose head is a member of the president's cabinet; and on November 30, Station CZE began Mexico's first educational station operations.

In 1928, the call letters of CZE were changed to XFX. Finally by 1939, the education ministry no longer operated its own station but "farmed out" its programs to commercial stations, a practice which still continues.

Among the programs that the federal education agency produces are travelogues, documentaries on civil rights, concerts, and information about the literacy campaign for adults.

As for programs designed specifically for classroom use, a series on Fridays from 12:30 to 1 p.m. over the 100 kilowatt voice of XEB is the major effort. The series has aimed at different grade levels on succeeding Fridays. The rotation plan schedules a broadcast to primary schools on the first Friday in each month, to secondary schools the second and fourth Fridays, and to normal schools the third Friday. The oldest students are given news programs; the younger pupils, selections from Mexican children's stories; and the youngest group, music appreciation.

The education secretariat also sometimes broadcasts to normal schools. These programs to teacher training institutions are simply lectures on pedagogy, unembellished with any dramatic or musical attention-getters from a producer's standard "bag of tricks."

Over XEQ and XEX, powerful key voices of Mexico's only telephone-line commercial network and

*Dr. Alisky, who received his Ph.D. degree from the University of Texas on May 30, 1953, is well qualified to discuss his subject. He majored in Latin-American Studies and his dissertation dealt with the educational aspects of Mexican broadcasting. He has had wide experience as a newscaster for commercial radio and television stations.

one of her two national tape networks, the Education Ministry presents Professor Consuela Colon with daily comments on health, recreation, and national news. Also, she usually includes an interview with some newsworthy personality. This series is aired over the two key outlets of the Blue Network, but not over the network itself. At present, the Ministry of Education confines its programs to stations in Mexico City, although it has future plans for broadcasting over provincial outlets. Even so, the 250 kilowatt voice of XEX assures reception in various parts of Mexico, which has a land area one-fourth that of the United States.

Recent articles on Latin America in United States newspapers and magazines have stressed the republic's growing industrialization and urbanization. However, it will be many years before the typical Mexican no longer lives in a village of less than 2,500 population and no longer pursues agricultural work. The social progress of Mexico during the past three decades has often centered as much in rural education as in industrialization. And aiding that rural educational development has been an institution known as the Cultural Mission. The Secretariat of Education launched the first Cultural Mission in 1923 as a traveling normal school and welfare agency. From 1938 to 1942, the Mission program was suspended; since 1942, these agencies have emphasized adult education, in-service teacher training, and community improvement, as they move from remote village to remote village.

Cultural Mission staffs vary with the communities being served. One mission will need a soap-making expert; another, a weaving specialist. Almost every staff includes a technician able to handle various types of electronic equipment, including a radio and a movie projec-

tor. Through this technician, hundreds of rural isolates annually are introduced to their first movie or their first radio broadcast, or both.

Mexican educators in the Cultural Mission program concerned with audio-visual education stress the idea that all radio and movie demonstrations are to be preceded by proper orientation lectures and followed by group discussions, in accordance with reputable pedagogical theory.

What can happen when virgin minds encounter strange sounds from afar through random and unsupervised radio dialing was illustrated a few years ago in a tiny village near Malinaltepec. As the priest was holding Mass, the Indian band in the church, in all seriousness, began to play "My Man," a torch song the alert musicians had picked up by ear through random dialing of a radio.

As for educational broadcasting at the college level, most Mexican efforts in this field are undertaken by the National University of Mexico. The university's General Cultural Diffusion Administration operates educational station XEUN, and its shortwave duplicator XEYU. The schedule of these outlets includes grand opera, symphonies, chamber music, literary reviews, world news, collegiate news, BBC drama in Spanish, foreign and Mexican folk music, and remote control coverage of special conferences.

Of special note have been a few adventures into bilingual broadcasting by XEUN, including English-Spanish, German-Spanish, French-Spanish, and Italian-Spanish programs. This educational station achieved a notable cultural triumph during 1951 and 1952 with its series in Nahuatl, the language of the Aztec Indians. Of the tens of thousands of Nahuatl-speaking Mexicans, the first among them to become a

radio script writer and producer in their own language is believed to be Ezequiel Linares, the XEUN staff member who wrote this particular series. In 1948, Linares wrote a series on the legends of Mexico in Nahuatl.

Skimpy finances keep XEUN from transmitting on Sundays. Despite limited funds that prevent a 365-day-a-year radio schedule, the University of Mexico broadcasting service already has its plan for a television station. Channel 3 has been assigned to XEUN-TV by the Ministry of Communications, and 15,000 square feet of space have been reserved for a new building to house the radio-television studios at the university's new campus, to which it will move in two years. As yet, no appropriations for this new building or for the television transmitter have been approved by the university's trustees. However, some financial help for educational broadcasting is anticipated from the federal government, despite the autonomous nature of the university.

Actually, the university already

has a small amount of television equipment, used for color telecasts at the School of Medicine over a closed circuit.

In recent years, the University of Mexico has been joined by one of the provincial institutions of higher learning, the University of Veracruz, as an educational broadcaster. The University of Veracruz operates station XEXB with a limited schedule.

What are the implications which Mexican educational broadcasting hold for us in the United States? Perhaps the chief food for thought is the national university's efforts to broadcast to one of the republic's indigenous groups in its own tongue, Nahuatl. In our own Southwest, only one broadcast in an Indian tongue, Navajo, currently is being attempted. The vast number of Spanish-speaking school children in the same region could well be served with educational broadcasts. Similarly, other foreign-language students in other regions of the United States could be served.

MINNESOTA HOST TO PRESS WORKSHOP

A workshop for the Northwestern Region, Educational Press Association of America in which the AERT holds membership, was held at the University of Minnesota in September, the day before the opening of the UNESCO Conference.

Topics discussed in the all-day session included typography and layout (led by O. M. Forkert of Chicago); readability—how to test it and how to get it (Dr. Leslie A. Bel-do, School of Journalism, University of Minnesota, with discussion led by Dr. Tracy F. Tyler, Editor, *Journal of the Association for Education by Radio-Television*); tips on the editor's job (led by Dr. Mildred S. Fenner, Managing Editor, *Journal of*

the National Education Association); consultation on individual problems (conducted by O. M. Forkert); general discussion (led by W. Henry Galbreth, Editor, *Midland Schools*).

Other participants in the program included: Mrs. Edith P. Gillies, Consultant on Publications, Minneapolis Board of Education; Mr. Friedman, U. S. State Department; Harold Swanson, Editor, Publications, Institute of Agriculture, University of Minnesota; Hermina Poatgieter, Editor, *Gopher Historian*, Minnesota Historical Society; and Bernice D. Gestie, Editor, *Minnesota Journal of Education*.

It is hoped that the many ideas presented at the Workshop will be revealed in the improvement of the *AERT Journal* in the months which lie ahead.

President Visits Oregon AERT

With the dash of the West, AERT's Portland, Oregon, Chapter recently arranged an unexpected and delightful dinner as a finale to its participation in the KING-TV Institute in Seattle. Many of the visiting "stars" of the Seattle Institute were honor guests and helped to make it an informative and exciting evening.

Following the dinner, which was held at the Hotel Heathman, Gertrude Broderick, national AERT president, spoke on the growing responsibilities of the organization, in the light of increasing developments in the field of educational radio and television. Mrs. Broderick paid tribute to the Portland AERT Chapter

—the oldest in the organization—for its consistently fine record in promoting AERT activities.

Other national officers who spoke briefly were Betty T. Girling, director, Minnesota School of the Air, and national treasurer; Mrs. Kathleen Lardie, director, Detroit's Board of Education Station WDTR, and AERT director-at-large; and Luke L. Roberts, educational director, Station KOIN, Portland, and AERT director-at-large. Ray Stewart, executive producer, Station WOI-TV, Iowa State College, also spoke briefly on some of the practical problems of programming and utilization of educational TV programs. He was followed by Judith C. Waller, NBC's



Among VIP's seen at the Portland, Oregon, AERT dinner were (left to right) Luke L. Roberts, AERT director-at-large, and educational director, Station KOIN, Portland; Irene Sankela, vice president, Portland AERT; Kathleen N. Lardie, AERT director-at-large, and director, Station WDTR, Detroit; Gertrude G. Broderick, AERT president, U.S. Office of Education; Betty T. Girling, AERT treasurer, and director, Minnesota School of the Air; and Doris Schnell, president, Portland AERT.

midwest educational director, who showed a kinescope of a program from the nationally famous series *Ding Dong School*.

Mrs. Doris Schnell, Portland Chapter president, presided at the dinner and Patricia L. Green, director, Portland's school-owned Station KBPS, introduced the guests. Dinner plans were handled by Chapter vice president, Irene Sankala and Sue Amacher. In addition to chapter members, dinner guests included local school administrators, representatives of

several of the local radio and television stations, the public library, and the Junior League.

Community Television, Inc., is the name of the recently organized community group which has been established to stimulate interest and support of the educational TV channel which has been allocated to Portland. During a specially planned luncheon with the trustees, the visiting faculty members of the KING Institute heard reports of progress and offered advice and encouragement on future procedures.

CRABBE HEADS TV CORPORATION

The Delta-Sierra Educational Television Corporation, formed to establish an educational television station on Channel 42 in Stockton, California, announced recently the appointment of John C. Crabbe, immediate past president and the present second vice president of AERT, as executive secretary for 1953-54. This corporation is made up of representative interests in a four-county area in Central California. Counties forming the corporation are: San Joaquin, Stanislaus, Tuolumne, and Calaveras.

The College of the Pacific, which

Mr. Crabbe has served as director of broadcasting since 1937, is making possible this service by releasing Mr. Crabbe part of his time at the College. He will continue to serve the College as director of its broadcasting activities, and will also be developing television facilities for Pacific during the coming year. The college has offered to provide the main studio facilities for the proposed television station, and is anxious to get these studios in operation so that pilot program studies may be started, and training in television may be strengthened.

CHICAGO EDUCATIONAL TV CAMPAIGN

The drive to provide the Chicago area with an educational television station on Channel 11 had by September 18, resulted in the collection of more than 57 per cent of the \$800,000 quota.

Mayor Martin H. Kennelly assisted greatly in the campaign by issuing the following proclamation:

WHEREAS, the people of Chicago have united in an effort to establish an educational television station on Channel 11; and

WHEREAS, such a station can interpret to citizens of Chicago the colleges, universities, museums, and the other famed institutions that have helped to make Chicago a great city; and

WHEREAS, television is a most effective medium for adult education and will be an effective force in supplementing classroom instruction; and

WHEREAS, an intensified campaign to complete the public drive for \$800,000 to finance the station is being conducted under the auspices of the Chicago Educational Television Association.

NOW, THEREFORE, I, Martin H. Kennelly, Mayor of the City of Chicago, do hereby proclaim the week beginning September 19, as CHANNELL 11 WEEK in Chicago, and I do urge all citizens to join in the support of this vital community effort.

Wisconsin Begins 23rd School Radio Year

SCHOOL bells rang out in late September as the 23rd broadcast year of the Wisconsin School of the Air resumed over stations of the Wisconsin State Broadcasting Service.

Monday through Friday at 9:30 a.m. and 1:30 p.m., programs designed especially for elementary and junior high school classes are broadcast throughout the state over educational stations located in Madison, Auburndale, Delafield, Chilton, Rib Mountain, Colfax, West Salem, Highland, and Brule. These transmitter stations are located between 88 and 92 megacycles on the FM dial.

Three new programs have been added to the 1953-54 School of the Air broadcast schedule.

One addition is a daily five-minute newscast offered at 8:55 a.m. each school day, designed to help young listeners keep pace with the changing world.

The daily news programs, reporting simply and concisely the major news events, will be integrated with the weekly 15-minute *News of the Week* program which is set up primarily to provide an analysis of the historical roots, trends, and relationships of the important daily events. In both daily and weekly broadcasts, on-the-spot recordings, interviews, news quizzes, and study hints will be employed.

The other two new program additions are *Let's Write* and *People and Places*.

Let's Write, offered at 9:30 a.m. each Wednesday, undertakes to help children bring the world as they

understand it into focus, to make them realize they have something to write about, and to guide them in handling the tools of written expression. The programs serve to stimulate children to express their own ideas in whatever writing form they choose.

This new series is under the supervision of Mauree Applegate, writer and teaching critic of Wisconsin State College, La Crosse. Special consultant is Martha Kellogg, State Department of Public Instruction.

The third new series, *People and Places*, is designed to bring a more complete and well-rounded understanding of the world to the future citizens of Wisconsin. It presents informal talks and conversations with men, women, and children from far countries in the hope of bringing to life their beliefs and the ways in which they live, work and play.

The stories, songs, music, and games of other countries will be stressed rather than the geography of rivers, mountains, and oceans. *People and Places* is written by Milburn Carlson, graduate student in political science and new member of the WHA script staff.

Other programs in the 1953-54 School of the Air schedule will include Professor E. B. Gordon's *Journeys in Music Land* series, Emeritus Professor Wakelin McNeel and his *Afield with Ranger Mac* program on conservation and nature study, Professor James Schwalbach and *Let's Draw*, Gertrude Stillman's *Music Time* series which introduces the

primary grades to some of the world's best music, Mrs. Fannie Steve, with *Rhythm and Games* for grades one to three, the health series called *Growing Up*, written by Helen Frey, and the *Book Trails* program which serves to stimulate leisure-time reading of children in the intermediate grades.

These in-school broadcasts are planned to augment the curriculum of schools throughout Wisconsin and serve as a helping hand in broad-

ening the classroom outlook on the world outside, Professor Harold B. McCarty, director of the School of the Air, explained.

"Radio is a working tool which strengthens the individual teacher's effort through the introduction of new ideas, concepts, and materials," he said. "Through these in-school broadcasts the classroom teacher gains an invisible teaching assistant in both rural and city schools of Wisconsin."

AERT AT UNESCO CONFERENCE

The Association for Education by Radio-Television was represented by two delegates appointed by President Gertrude G. Broderick when the U.S. National Commission for UNESCO held its Fourth National Conference at the University of Minnesota in September. Although its official delegates were Betty T. Girling, director, Minnesota School of the Air, and Dr. Tracy F. Tyler, editor, *AERT Journal*, quite a number of AERT members attended in other capacities.

The UNESCO Conference was organized on a "work group" basis and all delegates found their assignments arduous but stimulating. The one

work session of special interest to AERT members was on "Television USA—a New Tool for International Understanding." Its chairman was Rosel H. Hyde, newly appointed chairman, FCC.

Panel participants included Ralph Hardy, vice president, National Association of Radio and Television Broadcasters; Richard B. Hull, director, Station WOI (AM, FM, TV), Iowa State College; Mrs. A. Scott Bullitt, president and owner, KING-TV, Seattle, Washington; and Ralph Steetle, head, Joint Committee on Educational Television. Betty T. Girling served as National Commission Observer for the group.

INTERCULTURAL RELATIONS SERIES

Negroes who were the first to enter occupations formerly closed to members of their race will be the subject of a documentary radio series to be produced by Columbia University students of broadcasting with the cooperation of the Urban League of Westchester, it was announced recently by Milton Smith, director, Columbia University School of Dramatic Arts. The series will be entitled *Pilot Club*.

Students in the broadcasting courses, which are given by Colum-

bia University with the cooperation of NBC, will write the scripts for *Pilot Club* as well as handle the tape recording and editing sessions. The programs will feature Negroes who have led the way in various fields of work.

Preparation of the programs, which will be made available to interested stations in transcribed form, will be done under the supervision of Erik Barnouw, who is in charge of courses in broadcasting and motion pictures for the School of Dramatic Arts.

From What I Hear . . .

Harold Hainfeld*

Audio-Visual Coordinator,
Roosevelt School, Union City, New Jersey

Announcement on August 7 by the Federal Communications Commission that after five years of study on color television, a major step has been taken toward opening the doors to this new TV medium without making present black-and-white sets obsolete is good news for the millions of set owners who have long been waiting for color telecasts.

The FCC proposes to authorize a new "compatible" color system which can be received in black and white on existing sets. This announcement could mean that color TV broadcasts on a commercial basis could begin by the end of the year. However, it is expected to take months before color sets are available even in small quantities.

Estimates of prices range from \$700 to \$1,000 for the first color models with pictures measuring 14-inches diagonally. Industry spokesmen say prices will come down later with mass production, but are expected to remain 25 to 50 per cent higher than comparable black-and-white models.

The time has come for home and apartment owners to check electrical

circuits to ascertain if they can carry the additional load color television sets will require. It isn't too widely known that color TV sets—the first ones on the market at least—will require twice the energy now used by the present-day black-and-white receivers. These color sets will contain about twice the number of tubes used in black-and-white models.

All of us must make sure that the electrical wiring and other connections in our homes are ready and able to withstand the added load. AERT organizations can render a valuable service in their communities by calling this fact to the attention of the TV set owners. Surely it is preferable to be forewarned and make sure of home wiring than to regret inaction after damage has been done.

Incidentally, the demonstration of the new color system was a success as far as the average home viewer was concerned. The NBC presentation of *Kukla, Fran, and Ollie*, was well received on present black-and-white home sets. The proposed new method seems much more practical

*The author of this column about new materials and items of interest to AERT members is currently president of the New Jersey AERT. His school was named an A-V Demonstration Center by the NEA Department of Secondary Teachers in 1949. Mr. Hainfeld has received certificates from the Chicago Radio Council for radio utilization projects with his students in 1950 and 1951. This column is a monthly feature.

than the "spinning disk" that the FCC had previously approved. Over 20 million sets will still be able to see the colored offerings in black and white without any changes or modifications. Look for demonstration models just before Christmas!

Discs for Toddlers—Of interest to the pre-school set are two discs released recently by RCA Victor. Dr. Frances Horwich and her popular TV program *Ding Dong School* are now on 78 rpm records. One record seems destined for popularity with "Getting Up In The Morning" designed to start the day with songs. It is backed with "Going To Bed At Night" devoted to the finishing of the day with a lullaby that will help put the child to sleep. Two sides of the other release are "Fun With Instruments" and "Riding Along."

Awards for Science Programs—For the third consecutive year, the New Jersey Science Teachers Association will present certificates to those television programs that can be seen in New Jersey and present science material of value. Stuart Faber, president of the Association and chairman of the Science Department at East Side High School, Newark, will announce the awards at the Atlantic City meeting on November 13. The 1953 certificates will be presented to: *Ding Dong School*, WNBT; *Meet Me At the Zoo*, WCBS; *Ask the Camera*, WNBT; *You Are There*, WCBS; *To-Day*, WNBT; *Adventure*, WCBS; and *Weatherman*, WATV.

Two closed-circuit projects are also being recognized with certificates for their efforts to study the use of TV and science materials. These are the New Jersey Department of Education closed circuit operations between Rutgers University and New Brunswick and Highland Park schools and the U.S. Army TV Project closed circuit experiments with science teaching at Fort Monmouth, New Jersey.

Equipment News—RCA has announced a new push-button tape recorder, developed at two speeds of recording, one for high quality reproduction and the other for extra-long recordings. A volume indicator shows when recordings are best and a time indicator shows how much tape is left. For additional information on the new recorder write: Educational Services, Radio Corporation of America, Camden, New Jersey.

Califone Corporation, 1041 N. Sycamore Avenue, Hollywood, California, has announced a new 3-speed phonograph and transcription playback. Features include wrist-action pickup arm for 7- to 16-inch recordings and a 12-inch speaker. School priced at \$127.50. Write for catalog 54.

Audio Devices, Inc., 444 Madison Ave., New York 22, has manufactured a self-timing leader tape of white plastic. It is easy to mark with pencil or ink, marked 7½-inches apart to provide a simple method of timing all standard tape speeds. It is available in 150-foot reels at 60 cents.

The next issue of *Audio Record*, gratis news bulletin published by Audio Devices, will contain a round-up of tape recorders complete with "vital statistics." Write for your copy if you do not already receive *Audio Record*.

Program Information—Teachers require advance information on radio and TV program content if they are to use these materials effectively in the classroom. Marie Scanlon, new director of radio and TV for the Board of Education, Newark, New Jersey, and her staff have produced a number of excellent teaching guides for the radio programs transmitted over Station WBGO-FM.

Martha Gable, Philadelphia Public Schools, and her staff do an excellent job with a monthly listing and program content guide for the television programs presented in the Philadelphia area.

American Council For Better Broadcasts

The American Council for Better Broadcasts, a non-profit, coordinating organization, was created in Minneapolis, Minnesota, on June 24, 1953, by individuals from 34 states, with 18 national organizations represented.

The purpose of this new Council is to secure and promote better radio and television programs. For some years "better listening" groups have been doing good work in various localities. A national organization to consider programs from a national point of view has been lacking. The new organization should be an effective factor in our national culture.

Those interested in the Council at present are large lay organizations capable of reaching many people; and high ranking professional groups which can pass on to them information from the most recent studies in the radio-television field. This combination of the public and the specialist driving together toward a single objective promises well for the future of the Council.

The people of the United States own the airwaves and have an obligation to see that they are well used. The new Council will remind its members that this personal responsibility cannot be delegated. It will provide means for exchange of ideas about desirable qualities in programs and methods of working for them.

The by-laws and policies of the new organization resemble those of the Wisconsin Association for Better Radio and Television, a state-wide group with more than twelve years

of experience. This fact is added assurance that it will aim at true appreciation of the programs offered and will avoid censoriousness.

The American Council will stress the need for praise of good programs to keep them on the air, even more than for complaint about poor ones. As the 1953-54 Resolutions of the organization put it, "The American Council for Better Broadcasts will help to build friendly relations with the officials of radio and television, and to create an audience for the best programs presented on commercial and educational stations, and will express appreciation for them and encourage others to do so likewise."

It will try in every way to be objective in its evaluation of programs; and, to that end, will avoid close relationship with the broadcasting industries. To quote from its Policies: "In order to maintain their objectivity in judging radio-TV programming, member organizations shall refrain, as far as possible, from definite ties or obligations to the radio or television industries. Professional broadcasters shall not be members of this organization or of listener groups affiliated with it; nor shall they be designated consultants."

Equally important, it realizes that improvement in the powers of its members to evaluate programs is one fundamental to improvement in general programming. It will publish selective bibliographies and will prepare mimeographed sheets which will be helpful to study groups. Meantime, the booklets of the Wisconsin Association, for sale at nom-

inal cost, are a good start for the study of evaluation in adult groups or in high school classes. It will publish three four-page newsletters to its members, containing news of good programs, of what others are doing to improve programming, of speeches, of educational television, and of plans of its Board.

The American Council for Better Broadcasts will choose, each year, one project on which its members throughout the nation will unite. This year it chose the Look-Listen Project, an undertaking already seven years old, under other sponsorship. Last year people from sixteen states took part in it. High school students who have had some training in evaluation have also joined in it from several states.

The Project is simple in form, and is equally adaptable to the isolated farmer, the penthouse dweller, or the high school student. It asks people to rate eight programs as excellent, good, mediocre, or poor; and give reasons for these ratings. Reporting on these programs is a thought-stimulating experience. Except for the report cards (which this first year will have to be sold at cost—3c for the eight cards each monitor needs) the material will be distributed free

to members. The Project may be undertaken during any month; but the cards must be sent in before January 31, 1954, if they are to be included in the final 1954 report. This report will be sent to sponsors, broadcasters, and the Federal Communications Commission.

This project gives the participant experience in evaluating and an opportunity to express his opinions where they count. It gives him knowledge of unfamiliar programs and acquaints him with the contribution the station he monitors is making to American culture.

Membership in the Council is open to any person or group (except professional broadcasters) interested in better programs. Dues were kept low so that all interested individuals and groups might join: one dollar for a person or a group of less than 50 members; ten dollars for a state organization; twenty-five, for a national group. Mrs. C. B. Chambers, 3480 7th Avenue., North, St. Petersburg, Florida, is the treasurer.

Until the Board of Editors is ready to function, news items about encouraging activity for better programs will be welcomed by the president, Miss Leslie Spence, 423 North Pinckney, Madison, Wisconsin.

WESTERN RADIO-TV CONFERENCE

The seventh annual Western Radio-Television Conference will be held in San Francisco, February 19-21, 1954.

Conference members at the 1953 meeting held in Portland, Oregon, selected Allison J. McNay, supervisor of educational relations, Standard Oil Company of California, as the 1954 Conference chairman. Other

Conference officers elected at the Portland meeting to assist Mr. McNay are: Dale H. Anderson, San Francisco State College, secretary-treasurer; Ken Dragoo, director, Station KALW, San Francisco public schools, public relations; and James M. Morris, program manager, Station KOAC, Oregon State College, the 1953 Conference chairman.

(AERT Membership Blank on Page 31)

LISTENABLES and LOOKABLES

The following articles were gleaned from *Listenables and Lookables*, a three-times-a-month listing of network radio and television programs of probable interest to teachers and

students, published at 110 Elliot Street, Passaic, New Jersey. For further details and current listings, see the regular issues of *L & L*. (All times Eastern Standard).

SUNDAYS

11:30 a.m.—**Northwestern University Reviewing Stand**, Discussions of topics of the day. Dean McBurney, moderator—MBS-Radio.

1:00 p.m.—**Gerald W. Johnson**, Commentary delivered in an attractive manner—ABC-TV.

2:00 p.m.—**American Inventory**: Nov. 8, "The Social Worker;" Nov. 15, "Serge Chermayeff;" Nov. 22, Thanksgiving Drama; Nov. 29, "The Small College" (Colby); Dec. 6, "Leisure;" Dec. 13, "Handicraft"—NBC-TV.

2:30 p.m.—**N. Y. Philharmonic**, Nov. 8, Dimitri Metropoulos conducts Beethoven's "Missa Solemnis"—NBC-Radio.

3:30 p.m.—**Adventure**, Produced in cooperation with the Metropolitan Museum of Natural History—CBS-TV.

3:30 p.m.—**Excursion**, A junior version of **Omnibus**—NBC-TV.

5:00 p.m.—**Omnibus**, Educational and entertainment miscellany—CBS-TV.

5:00 p.m.—**Hallmark Hall of Fame**, Nov. 8, "Never Kick a Man Upstairs," a story of Theodore Roosevelt by James Truex, following the Roosevelt career up to the time he became president; Nov. 15, "Vanity Fair" by Thackery; Nov. 22, "The Courtship of Miles Standish" by Longfellow; Nov. 29, "The Egoist" by George Meredith; Dec. 13, a commissioned television play by Paul Vincent Carroll—NBC-TV.

6:30 p.m.—**You Are There**: Nov. 8, "The Abdication of Napoleon;" Nov. 15, "The Recognition of Michelangelo;" Nov. 22, "The Sailing of the Mayflower;" Nov. 29, "The Gettysburg Address;" Dec. 6, "The Crisis at Valley Forge"—CBS-TV.

9:00 p.m.—**Stroke of Fate**, This new show poses an interesting question from history each week—NBC-Radio.

9:00 p.m.—**Playhouse**, Hour-long dramas—NBC-TV.

9:00 p.m.—**Stage 54**, The eleventh year for this award-winning series majoring in plays set in Canada. Andrew Allen produces—CBC (Trans-Canada Radio Network).

9:30 p.m.—**Royal Theater**, Starring Laurence Olivier, Alec Guinness, Ralph Richardson in original British plays and adaptations—NBC-Radio.

MONDAYS

9:00 p.m.—**Junior Press Conference**—ABC-TV.

9:00 p.m.—**Telephone Hour**, Nov. 9, Michael Rabin, violinist; Nov. 16, Egor Gorin, baritone; Nov. 23, Eileen Farrell, soprano; Nov. 30, Ezio Pinza, basso; Dec. 7, Robert Gaby and Jean Casadesus, pianists; Dec. 14, Ferruccio Tagliavini, tenor—NBC-Radio.

9:30 p.m.—**Robert Montgomery Presents**, Hour-long dramas—NBC-TV.

10:00 p.m.—**Studio One**, Hour-long dramas. Nov. 9, a modernized version of Dumas' *Camille*; Nov. 16,

Jackie Gleason as a bus driver in "Runaway;" Nov. 23, "Woman's Place," a story of modern marriage by Mel Goldberg; Nov. 30, Howard Rodman's dramatization of Thomas Savage's book, *Bargain with God*; Dec. 7, an original documented drama of evacuation by submarine of civilians from a Japanese-held island during World War II, "Dry Run;" Dec. 14, three men in her life in the drama, "All My Love" by Mel Goldberg—CBS-TV.

TUESDAYS

7:30 p.m.—**Cavalcade of America**—ABC-TV.

8:30 p.m.—**Personal Appearance Theatre**, Repertory company in adaptations of famous stories and plays—DUMONT.

8:30 p.m.—**Personal Appearance**, Joseph Schildkraut, host and frequent star—Dumont.

9:00 p.m.—**Canadian Broadcasting Corporation's Television Theatre**, Hour-long dramatic works produced by Robert Allen—CBC-TV.

9:30 p.m.—**U. S. Steel Hour**, Drama. Alternates with *Album*—ABC-TV.

10:30 p.m.—**See It Now**, Ed Murrow's picture editorials—CBS-TV.

WEDNESDAYS

7:30 p.m.—**Wednesday Night**, This is the "third program" for Canada. Lectures, poetry, drama, music from the top drawer—CBC (Trans-Canada Radio Network).

8:00 p.m.—**John Hopkins Science Review**—Dumont.

9:00 p.m.—**Kraft Theater**, Hour-long drama—NBC-TV.

THURSDAYS

7:45 p.m.—**Citizens Forum**, Discussion. Nov. 5, "Is the City Destroying

Our Pioneer Virtues?"; Nov. 12, "In the News;" Nov. 19, "Canada; One Nation?"; Nov. 26, "How Much Does 'Public Opinion' Influence Government between Elections?"; Dec. 3, "The Struggle for Men's Minds," what aspects of western life will make the strongest appeal to other nations?; (On at 9:30 CST, 9:00 MST, 8:00 PST)—CBC (Trans-Canada Radio Network).

9:30 p.m.—**Kraft Theater**, One-hour dramas now appearing on this additional network—ABC-TV.

9:30 p.m.—**Author Meets the Critics**—DUMONT.

10:00 p.m.—**March of Medicine**, On the first Thursday of each month. Uov. 5, "Cancer, the Nation's Number Two Health Problem;" Dec. 3, a show from the clinical meeting of the AMA in St. Louis—NBC-TV.

FRIDAYS

9:00 p.m.—**Ford Theatre**, Drama series produced by Alan Savage—CBC (Dominion Radio Network).

10:30 p.m.—**Person-To-Person**, Ed. Murrow interviews newsworthy people in their own homes and places of business—CBS-TV.

SATURDAYS

6:30 p.m.—**NBC Symphony**, Arturo Toscanini conducts on Nov. 7—NBC-Radio.

7:00 p.m.—**Mr. Wizard**, Nov. 14, "Rubber" from sap to rubber band; Nov. 21, "Fire Fighting," showing how firemen use science; Nov. 28, "Music and Noise," what's the difference?—NBC-TV.

7:30 p.m.—**Lecture Hall**, A lecture series by experts in their fields—NBC-Radio.

10:00 p.m.—**Chicago Theatre of the Air**, Nov. 7, "Merry Widow;" Nov. 21, "La Tosca;" Nov. 28, "Bloomer Girl"—Mutual Radio.

Detroit Trains Students

WHEN teachers in four Detroit schools need pupils this fall who are skilled in handling audio-visual equipment, much of which is complicated, 39 boys and girls will raise their hands.

They know how. They learned this summer in classes held at Durfee Intermediate school.

It was the first time such a class has been held.

"The course turned out so well and everybody had such a good time, we're already planning for next year," said Mrs. Gertrude Babcock, Durfee audio-visual instructor.

Every school year the demand far exceeds the supply for trained operators of tape recorders, sound and movie projectors, and other machines used in today's classrooms.

The course this summer was to fill this need. The pupils who got their training are aiding teachers in presenting programs in classes and auditoriums.

It is thrilling for a boy or girl when teachers ask for an operator and they can volunteer. It is also nice for the teachers; it frees them for extra school duties, which are all too pressing in this modern edu-

cation system.

In the summer course the boys and girls were taught to thread and operate a full-sized movie and sound projector and a tape recorder, how to project pages from books on a screen with an opaque projector and how to run a three-speed record player.

Besides the actual operation of the machines, instruction was given also on careful handling of equipment.

The pupils learned to disconnect and pack a machine and were taught how to wind and handle extension cords.

At the end of the two-week course each pupil received a certificate stating that he was qualified to operate visual material in his school. According to most pupils, they took the course so they could operate machines in their classrooms. A few hope to help out by running machines at church or at club meetings.

"Whatever their reason for taking the course," said Mrs. Babcock, "the boys and girls get excellent training in sharing responsibilities and an opportunity to benefit from the materials they project."

MEMBERSHIP INVITATION

You are cordially invited to become a member of AER-T. Doing so immediately will insure your receiving copies of the **Journal** from the beginning issue this fall. Dues, including subscription price of the **Journal**, are \$5.00. Please supply the information requested below and forward, with your check for \$5.00, to Miss Lillian Lee, Membership Chairman, Station WABE, Board of Education, Atlanta, Georgia. Checks must be made payable to the Association for Education by Radio-Television.

Name: _____

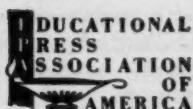
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